Let's Learn Urdu

Beginner's Manual for Urdu Script

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Gopi Chand Narang

National Council for Promotion of Urdu Language
(Ministry of HRD, Department of Secondary & Higher Education, Govt of India)
West Block-1, Wing No.6, R.K. Puram, New Delhi-110066.

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Begineer's Manual for Urdu Script

by

Gopi Chand Narang

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Distance Education Text Book Committee

Prof. Gopi Chand Narang (*Chairman*)
Prof. M. Haneef Kaifi
Dr.. Ravinder Gargesh
Dr Chander Shekhar
Dr. A.R. Fatihi
Dr. M. J. Warsi

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National Council for Promotion of Urdu Language
West Block-1, Wing No.6, R.K. Puram, New Delhi-110066.

Foreword

The National Council for Promotion of Urdu Language (NCPUL), an autonomous organization under the Ministry of Human Resource Development, Department of Secondary and Higher Education, Government of India, has been set up to promote, develop and propagate Urdu language. The Council is also responsible for taking appropriate action for making available in Urdu language, the knowledge of scientific and technological development as well as knowledge of ideas, evolved in the modern context. To meet the above objectives the Council has decided to launch a Certificate Course for learning Urdu through the distance mode. The learning material has been specially prepared by a team of experts drawn from different Universities and Institutions as well as the inhouse experts. The material was discussed and scrutinised by the committee members under the supervision of Prof. Gopi Chand Narang. It is hoped that teaching through distance mode will meet the wide spread demand for the learning of Urdu.

I must express my profound thanks to Prof. Gopi Chand Narang and all the members of the committee for preparing the text books. I also express my appreciation for Dr. M.J. Warsi, who played an important role in coordinating the Urdu Correspondence Course Scheme.

I hope that the book will be of use to the students who wish to learn one of the most beautiful Indian scripts - *Urdu.*

Dr. M. Hamidullah Bhat
Director

Preface

This beginner's Manual for Urdu Script is meant for those who are conversant with spoken Urdu or Hindi, and want to learn Urdu script in the shortest possible time. It is written in the Distance Education mode and everything is self-explanatory. The concepts are introduced gradually, and the characters, words and sentences have been repeated sufficiently so that they are well engrained in the mind of the learner. The Manual is accompanied by a Work Book where things are further explained. The learner must proceed lesson by lesson, and must complete the related exercises in the Work Book. The Work Book contains sufficient reading and writing exercises, which, if followed properly, will render the learning of Urdu script easy and enjoyable.

The Urdu script has been introduced in a graded and scientific manner. The learner who wants to learn Urdu alphabet in the traditional order is welcome to do so. A complete chart of the Urdu alphabet in the traditional order is also provided. However, the lessons introduce the Urdu alphabet gradually and systematically. The Urdu letters are of two types, connectors and non-connectors. The lessons first introduce the non-connectors which are easy to learn. Similarly, combinations which are simple and easy, are introduced in the beginning. The connectors and concepts which are comparatively difficult have been taken up later. The learner, if he moves step by step according to the order of lessons, and follows instructions while completing the reading and writing exercises in the Work Book, will not feel any difficulty. Care has been taken to teach the Urdu alphabet

through names of objects which are illustrated to make the learning less cumbersome and pleasant.

A short introduction to Urdu script is provided in the beginning. The learner is advised to go through it before beginning the book. Of course, the concepts will become fully clear only after the learner has completed all the lessons and all the exercises. The script, in fact, is introduced in the first 12 lessons. Thus, those learners who may master one lesson each week can learn the Urdu script in a period of three months. However, motivation and learning ability plays a major role in the learning process. The learner is advised to practise writing as much as possible, as nothing reinforces reading more than the writing.

In the Manual new characters and combinations are shown in red boxes. They are drilled enough so that by the end of each lesson the learner can easily recognise and read the new elements. At the end of the lessons a complete chart of the new characters and combinations is again given in red boxes for reinforcement.

The names of the Urdu letters are given at the top of the box while the transcription of the sound is given below. Urdu is rich in duplicators and triplicators, i.e., where some letters stand for one sound. A compelete chart of Urdu alphabet denoting the sounds is also given for reference. Complete tables of vowel system and diacritics, traditional order of sequences, as well as the table of different shapes of Urd u letters and their combinations are also provided. All this will be of use and will help the process of systematic learning.

The Work Book uses turquoise boxes for exercises and for filling the responses. To facilitate the learning

process of writing Urdu characters, the direction and movement of hand is indicated by small arrows. New words and sentences are also given in the dotted (broken) format so that the learner may write over them in pencil, practising sufficiently to perfect his writing.

The Urdu text has been adopted from the *Urdu Ki Nai Kitab-I* prepared by me and published by the National Council for Educational Research and Training, New Delhi, which is widely used in many school systems in India. I wish to give my thanks to the Director, NCPUL, Dr. M. Hamidullah Bhat, and to my fellow Committee Members, without whose co-operation and help the present project would not have been completed in time.

New Delhi
16 November, 2000

Gopi Chand Narang

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Introduction
Urdu Script

Urdu is an Indo-Aryan language. The script it uses is derived from Arabic and Persian, but to suit the peculiar requirements of Indo-Aryan phonology, particularly aspiration, retroflexion and nasalization,it has been suitably modified. It is cursive in nature. A characteristic feature of this script is that short vowels are not usually indicated, though they can be shown by superscript or subscript marks when necessary. Another important feature is that among the consonants, it has duplicate and triplicate letters which stand for the same sound. It has been necessary to retain them because they are distinctive in the Arabic / Persian loans of Urdu. The Urdu script is written from right to left. The letters are of two types, connectors and non-connectors. The connectors combine with the following letters in the word or the syllable, while the non-connectors cannot combine with the following letters. However, all letters combine with the preceding connector ones. The writing style normally used for Urdu hand-writing or printing is called Nastaliq, i.e., beautiful. Since the script is cursive in nature, most of the letters have three shapes, initial when they occur in the beginning, medial when they occur in the middle or finally joined when they occur at the end of a word. The final unjoined shape is the same as the basic letter.

A complete chart of Urdu Characters with all the four shapes is given at the end of the book for reference.

Vowels

The long vowels in Urdu are indicated by alif (ا), alif-mad (آ), vāo (و), choṭī yē (ی) and baṛī yē (ے). The superscript mad (~) written over alif(آ)denotes long /ā/ at the beginning of a word. However, medially and finally alif (ا) by itself stands for long /ā/. Yē (ی) and vāo (و) when occur initially, stand for semi-vowel /y/, and /v/ respectively, such as, /yahā̃/(یہاں), /vahā̃/ (وہاں). Vāo (و), chōṭī yē (ی) and baṛī yē (ے) in other environments denote long vowels , the detail of which follows:

Vāo and Ye

و (vāo) in Urdu serves the purpose of four sounds as indicated below:

وہاں	جو	جُو	جَو
vahā̃	jo	ju	jau

Initially vāo like yē always stands for semi vowel as in وہاں/vahā̃/. However, in the medial and final positions v āo stands for three different long vowel sounds, i.e., / ō/, /ū/ or /au/. The vāo for /ū/ sound is shown with ulṭā pēsh (ؕ); the vāo for /au/ sound is shown with a preceding zabar (وَ); whereas the unmarked v āo (و) stands for the sound / ō/, as is shown in the examples above.

Similarly, ی/ے (yē) in Urdu serves the purpose of four sounds as indicated below:

یہاں	میرا	میرا	مینا
yahā̃	mērā	mīrā	mainā

Initially yē like vāo always stands for a semi-vowel, as in یہاں/yahā̃/. However, in the medial and final positions y ē stands for three different long vowel sounds, i.e., / ē/, /ī/, /ai/. The yē for /ī/ sound is shown with a khaṛa zēr (میرا); the yē for /ai/ sound is shown with a preceding zabar (مینا); whereas the unmarked y ē (میرا) stands for the sound / ē/, as is shown in the examples above.

Short Vowels

The short vowels in Urdu are indicated by superscript or subscript as indicated below :

ـَ above a consonant is called 'zabar'. It denotes a following /a/.

ـِ below a consonant is called 'z ēr'. It denotes a following /i/.

ـُ above a consonant is called 'p ēsh'. It denotes a following /u/.

Alif (ا) at the beginning of a word or a syllable denotes that the word or syllable begins with a vowel. The particular short vowels can be inidcated by use of z ēr, zabar or pēsh, e.g., اِس, اَب, اُن. However, short vowel signs are used only when necessary, the general practice being that the Urdu readers read their language without short vowel marks.

A complete chart of the vowels is given at the end of the book for reference.

Nūn-ghunna, dō cashmī hē and hamza

The following three letters, though traditionally not listed in the Urdu alphabet, are very important to learn:

(i) nūn ghunna (ں), i.e., nūn without dot stands for nasalization of a vowel; however, medially nasalization is indicated with full nūn (ن), i.e., with the dot above, such as in /jā̃ũ/ جاؤں, /ū̃ṭ/ اونٹ.

(ii) dō cashmī hē (ھ) is a distinctive feature of Urdu and represents aspiration, such as in /ghōṛā/ گھوڑا, /thōṛā/ تھوڑا.

(iii) hamza (ء) is a glottal stop in Arabic, but in Urdu, generally, it is an orthographical mark used as a superscript denoting the occurrence of two vowels in a word. Except for the vocalics with which it occurs, it has no phonetic value in Urdu.

Duplicators etc.

The following groups of letters stand for the same sound in Urdu:

(i) tē (ت) and tōe (ط) both represent /t/.

(ii) sē (ث), sīn (س) and swād (ص) all represent /s/.

(iii) chōṭī hē (ہ) and baṛī hē (ح) both represent /h/.

(iv) zāl (ذ), zē (ز), zwad (ض) and zōe (ظ) all represent /z/.

The consonant ain (ع), which in Arabic is a glottal fricative, in Urdu generally is pronounced as a vowel combined with other vowels in the word. It normally merges with the sound of a vowel character or vowel marker, such as:

(a) Initially : aurat (عورت), izzat (عزت)

(b) Medially : malūm (معلوم), bād (بعد), shōla (شعلہ)

(c) Finally : jama (جمع), mauzū (موضوع)

Hē (ہ) stands for /h/, but in many cases in the final position it is pronounced softly and denotes a short vowel, e.g.,

na (نہ), pata (پتہ), balke (بلکہ)

But where a final /h/ is to be pronounced, it is shown with a hook, e.g.,

kah (کہ), sah (سہ), bah (بہ)

Silent vāo (و)

Vāo (و) following kh (خ) occurs only in a few Persian and Arabic loan words where vāo (و) is not pronounced. It is marked with a subscript below the vāo, thus:

khush	خوش
khud	خود
khurshīd	خورشید
khāb	خواب

Particular Conventions

(i) Initially choṭī hē (ہ) + alif (ا) is written with a double hook, e.g.,

hāthī ہاتھی

(ii) kāf (ک) or gāf (گ) + alif (ا) are written with a small loop, e.g.,

kāl کال

gāl گال

kāf (ک) or gāf (گ) before lām (ل) are also written similarly, e.g.,

kul کُل

gul گُل

(iii) In the environment /i/ + semi-vowel /y/ + vowel, hamza (ء) is not written and instead two dots of medial /y/ are indicated:

cāhi+yē چاہیے

dījī+yē دیجیے

(iv) hamza (ء) is also not indicated in the environment, /u/ + /ā/, e.g.,

huā ہوا

chuā چھوا

Numerals

1	2	3	4	5	6	7	8	9	0
۱	۲	۳	۴	۵	۶	۷	۸	۹	۰

Urdu Alphabet and System of Transcription

The traditional order of the Urdu Alphabet comprising 36 letters is the following:

Name	*Urdu Character*	*Transcription*
alif	ا	a / ā
bē	ب	b
pē	پ	p
tē	ت	t
ṭē	ٹ	ṭ
sē	ث	s
jīm	ج	j
cē	چ	c
baṇ̄ hē	ح	h
khē	خ	kh
dāl	د	d
ḍāl	ڈ	ḍ
zāl	ذ	z
rē	ر	r
ṛē	ڑ	ṛ
zē	ز	z

zhē	ژ	zh	
sīn	س	s	
shīn	ش	sh	
swād	ص	s	
zwād	ض	z	
tōe	ط	t	
zōe	ظ	z	
ain	ع	see Intro	
ghain	غ	gh	
fē	ف	f	
qāf	ق	q	
kāf	ک	k	
gāf	گ	g	
lām	ل	l	
mīm	م	m	
nūn	ن	n	see below
vāo	و	v	see below
choṭī hē	ہ	h	see below
choṭī yē	ی	y/ī	see below
bāṛī yē	ے	y/ē, ai	see below

Alif mad

The superscript mad (~) written over alif (آ) denotes

long /ā/ at the beginning of a word. However, medially and finally alif (ا) by itself stands for long /ā/.

Nūn-ghunna, dō cashmī hē and hamza

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Vāo and yē

Vāo (و), chōṭī yē (ی) and baṛī yē (ے) stand for semi-vowel /v/ and /y/ only initially (in a word or a syllable), in all other environments they denote long vowels. For details see Introduction to Urdu script.

❖ ❖ ❖

Sequences of Urdu Letters

The Urdu characters can be easily grouped into a few sequences where the basic shape more or less is the same, and the distinction lies in placing the dot/s above or below the letter.

The following sequences will be of help in memorising the Urdu letters in the traditional order:

						ا
						alif
		ش	ٹ	ت	پ	ب
		sē	ṭē	tē	pē	bē
			خ	ح	چ	ج
			khē	baṇ hē	cē	jīm
ژ	ز	ڑ	ر	ذ	ڈ	د
zhē	zē	ṛē	rē	zāl	ḍāl	dāl
			ض	ص	ش	س
			zwād	swād	shīn	sīn
					ظ	ط
					zōe	tōe
					غ	ع
					ghain	ain
					ق	ف
					qāf	fē
					گ	ک
					gāf	kāf

ل	م	ن	و
lām	mīm	nūn	vāo

ہ	ی	ے
chōṭī hē	chōṭī yē	baṛī yē

❖ ❖ ❖

Lesson 1

- Urdu language is written from right to left.
- In each lesson new letters will be shown in red boxes. Read them carefully. The names of the letters are given at the top of the box, while transcription of the sound is given below.
- Read the letters aloud five times before you proceed further:

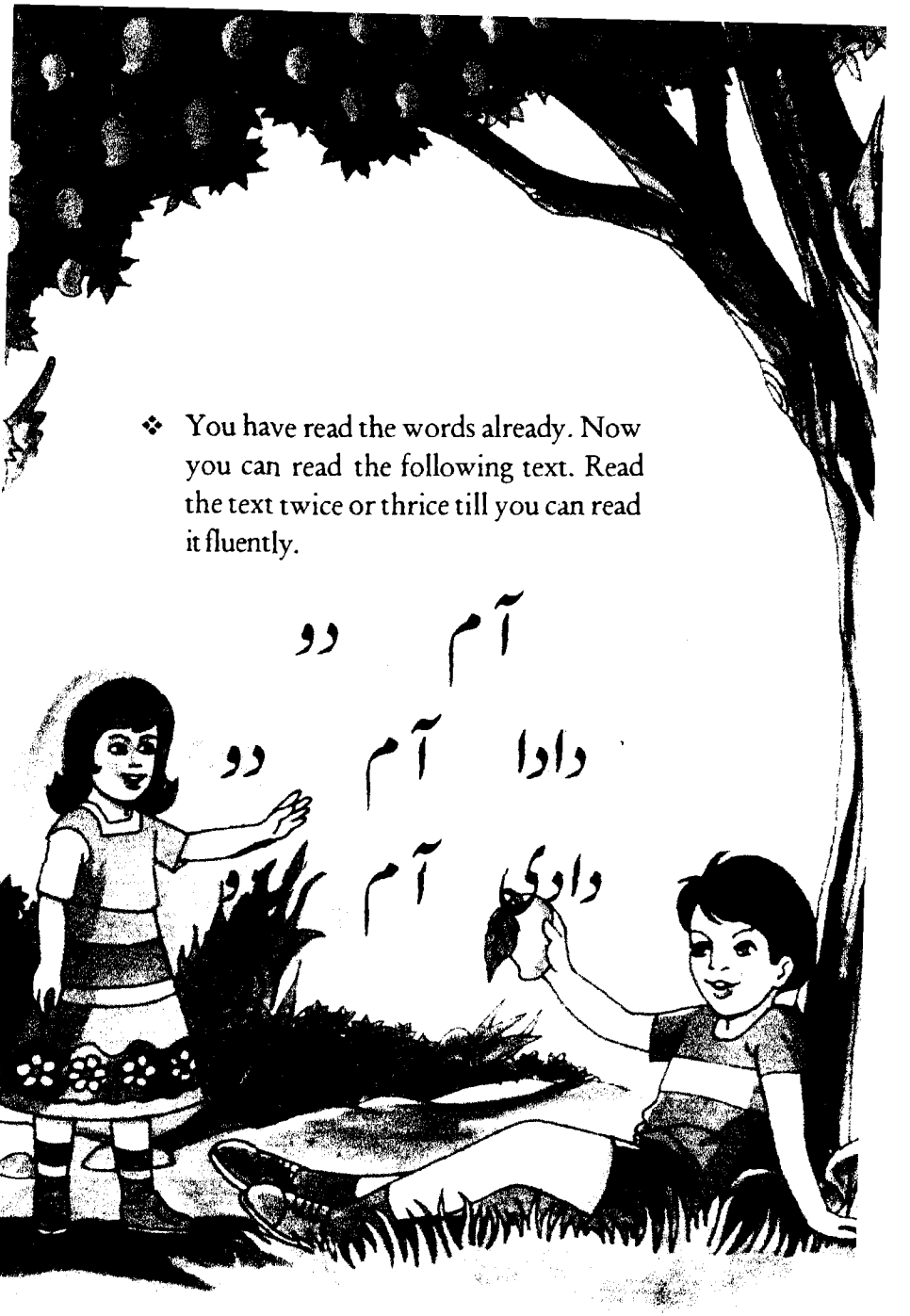
chōṭī yē	vāo	dāl	mīm	alif mad	alif
ی	و	د	م	آ	ا
ī	v	d	m	ā	a

❖ Read the following aloud five times from right to left:

آم

ām

دو	آم	دادی	دادا
dō	ām	dādī	dādā



❖ You have read the words already. Now you can read the following text. Read the text twice or thrice till you can read it fluently.

آم دو

دادا آم دو

دادی آم

دادا آم دو

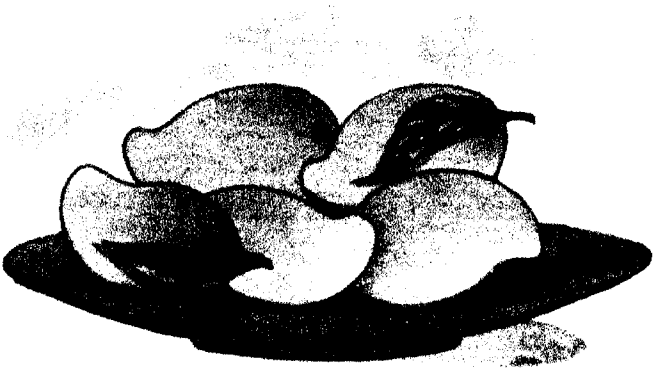
دادا دو آم دو

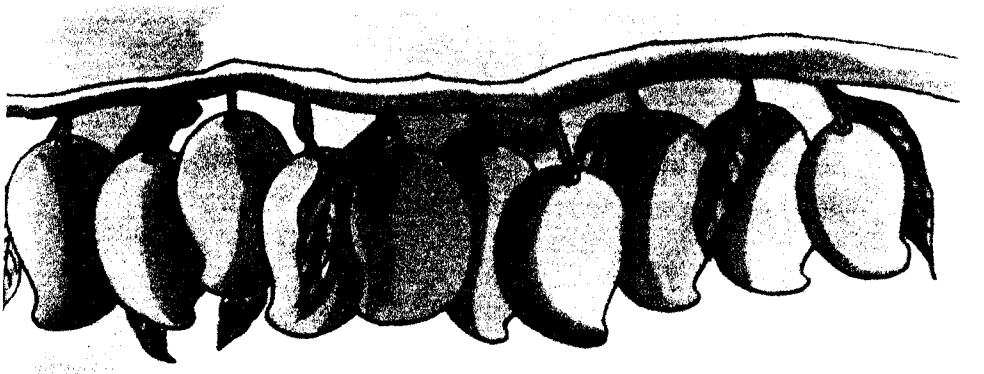
دادی دو آم دو

❖ Vocabulary:

ām	– mango
dādā	– grandfather
dādī	– grandmother
dō	– two
dō (from inf. dēnā)	– (please) give

❖ ❖ ❖





Lesson 2

- You already know that the Urdu letters being introduced are shown in red boxes. The names of the letters are given at the top, while the transcription of the sounds is given below.
- Read the letters aloud five times before you proceed further:

baṛī ye	rē	sīn
ے	ر	س
ē	r	s

❖ Read the following aloud five times from right to left:

دس	رس
das	ras
دام	دار
dām	dār
دارا	دے
dārā	dē

❖ You have read the words already. Now you can read the following text. Read the text twice or thrice till you can read it fluently:

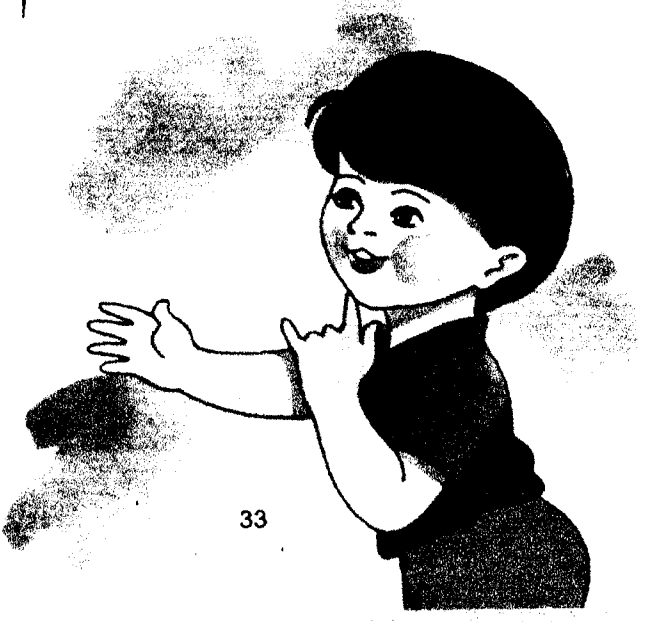
آم دو

رس دار آم دو

دس رس دار آم دو

دارا دس رس دار آم دو

دادا دس رس دار آم دو



دادا دام دو

دادی دام دو

دادا دام دے دو

دادی دام دے دو

دس رس دار آم دے دو

❖ **Vocabulary:**

das	– ten
ras	– juice
ras-dār	– juicy
dām	– money, price
dē (from inf. dēnā)	– give

❖ ❖ ❖

❖ Letters such as ا (alif), د (dāl), و (vāo), and ر (rē), which you have already read are non-connectors, i.e., they do not combine with the following letter in a word. Similar is the case with ڈ (ḍāl); however the letter ل (lām) is a connector. In this lesson you will learn how ل combines with the following letters.

❖ Read the following letters and words aloud twice before you proceed further:

ڈول

ḍōl

lām	vāo	ḍāl
ل	و	ڈ
l	ō	ḍ

Read the following aloud and note how ل combines with other letters:

lā = alif + lām ← lām

لا ا + ل ← ل

لا ڈول لا

لال ڈول لا

دو ڈول لا

دارا دو ڈول لا

lō = vāo + lām ← lām

ل ← ا + و لو

لو ڈول لو

لال ڈول لو

دادی ڈول لو

دادی لال ڈول لو

lī = chō ṭī yē + lām ← lām

ل ← ا + ی لی

لالی آ

لالی ڈول لا

لالی دو ڈول لا

لالی لال ڈول لا

lē = baṛī yē + lām ← lām

ل ← ا + ے لے

لے ڈول لے

دو ڈول لے

لالی ڈول لے

دارا ڈول لے

❖ Note the following letters and combinations once again and read them aloud:

				lām	ḍāl
لے	لی	لو	لا	ل	ڈ
lē	lī	lō	lā	l	ḍ

❖ Vocabulary:

ḍōl	– bucket
lā (from inf. lānā)	– fetch, bring
lāl	– red
lō (from inf. lēnā)	– take

❖ ❖ ❖

Lesson 4

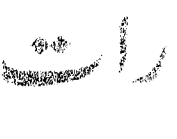
❖ Read aloud the following letters and note how they combine in words:

	bē + alif	tē		pē		bē	
ت	با	ت	را	پ	آ	ب	آ
t	bā	t	rā	p	ā	b	ā

❖ Read the following words carefully, and note how ب (bē) پ (pē), ت (tē) combine with the following alif:

āp

āb



rāt

pāt

bāt

❖ Read out and note the combinations:

آب آپ رات

āb āp rāt

ب ← بـ + ا = با

b b + alif = bā

ت ← تـ + ا = تا

t t + alif = tā

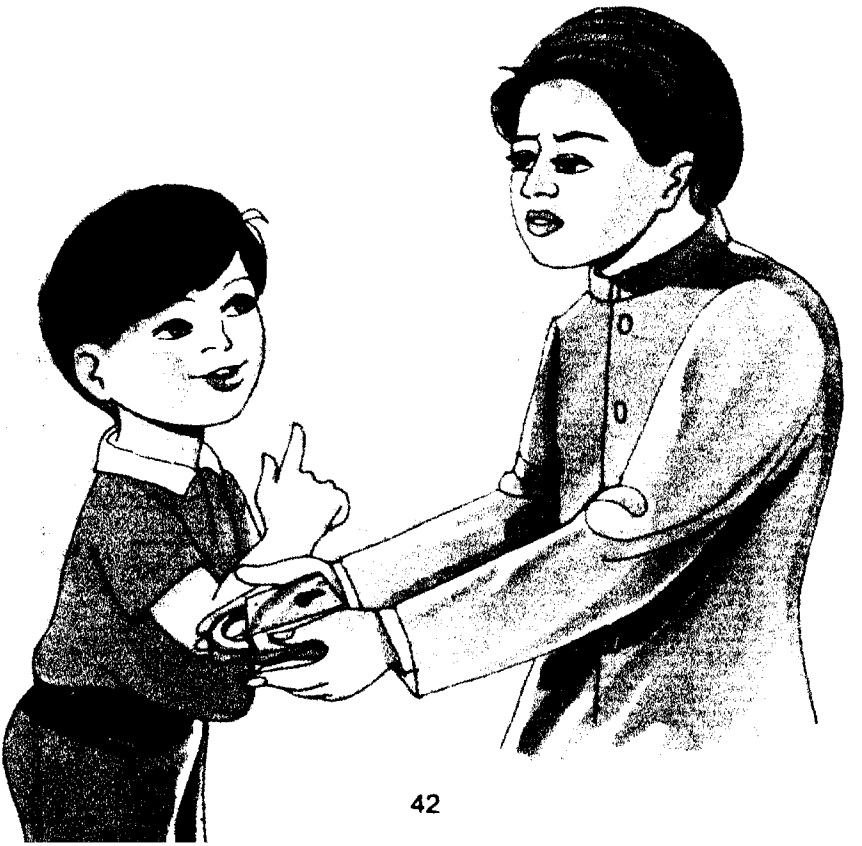
تالا

تالا لا

تارا آ تالا لا

آ تارا آ تالا لا

دو تالے لا



❖ Read out the text two or three times till you can read it fluently:

بابا آ

تالا لا

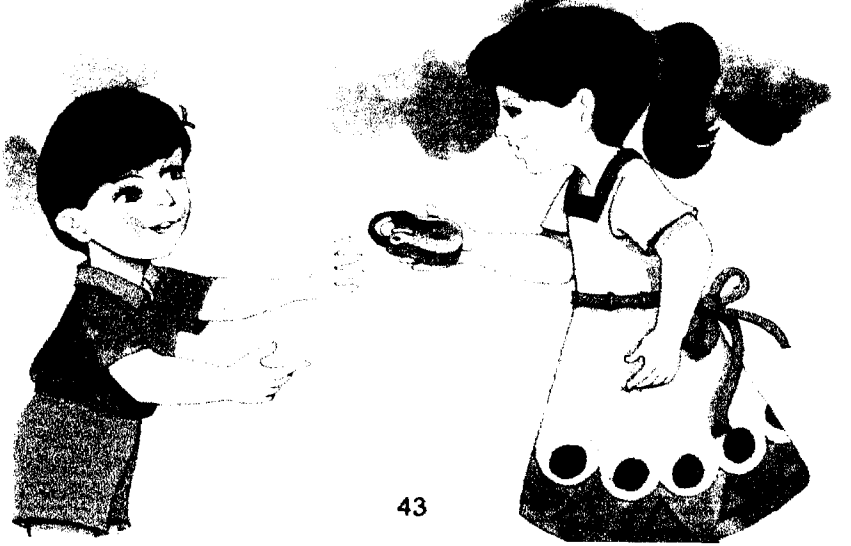
بابا تالا لا

پاپا آ

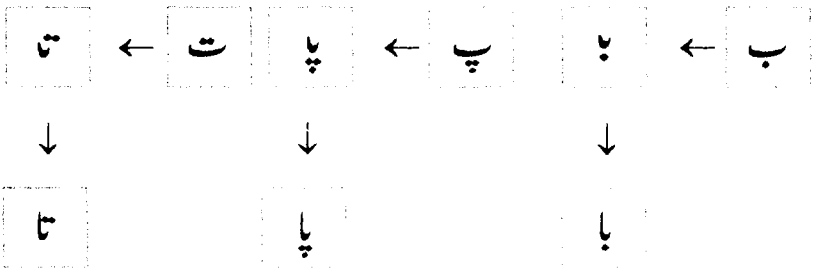
تالا لا

پاپا تالا لا

دو تالے لا



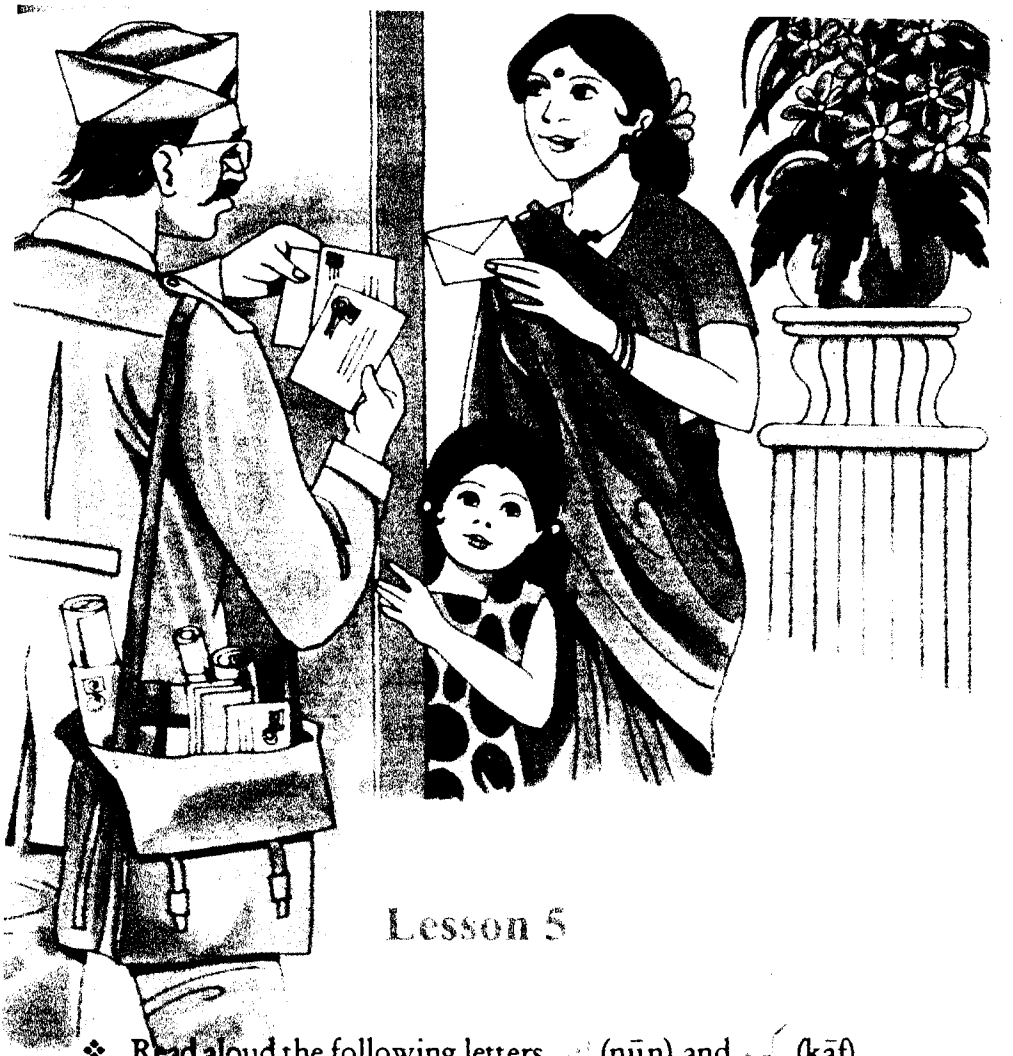
❖ The combinations you have read are shown below in boxes. Note them and read out twice:



❖ Vocabulary:

āb	– water
āp	– you (polite)
rāt	– night
bāt	– talk
tālā	– lock
bābā	– old man
pāt	– leaf

❖ ❖ ❖



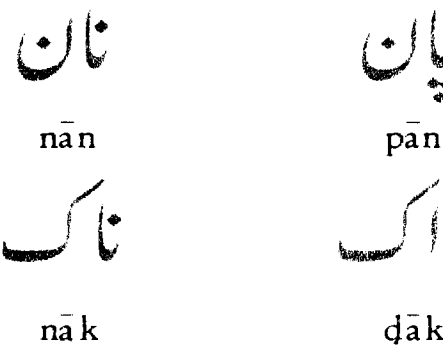
Lesson 5

❖ Read aloud the following letters, ں (nūn) and ے (kāf), and note how they combine with the following letters:

nūn+b.yē	nūn+c.yē	nūn+alif	nūn
نے	نی	نا	ن
nē	nī	nā	n

kāf				
کے	کی	کو	کا	ک
kē	kī	kō	kā	k

❖ Read out the following words carefully and note the initial and final shapes of ن (nūn) and ک (kāf):



❖ Note the combinations and read them aloud three times:

kā alif + kāf

kō vāo + kāf

kī c.yē + kāf

kē b.yē + kāf

❖ Read the text aloud twice or thrice till you can read it fluently:

پان دو

لالی کو پان دو

نان دو

دادی کو نان دو

دارا نان لو دادا پان لو

❖ Mark the different shapes of n ū n:

ن ← نـ + ا نا نانا نان

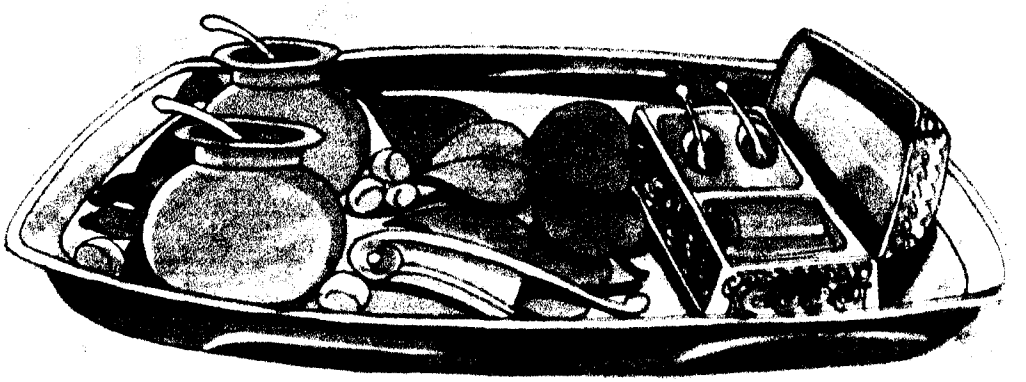
ن ← نـ + ی نی نانی رانی

ن ← نـ + ے نے پانے آنے

نانا پان لو

نانی پان لو

رانی کو نان دو



❖ Read out the following text twice:

تارا کو پانی دو

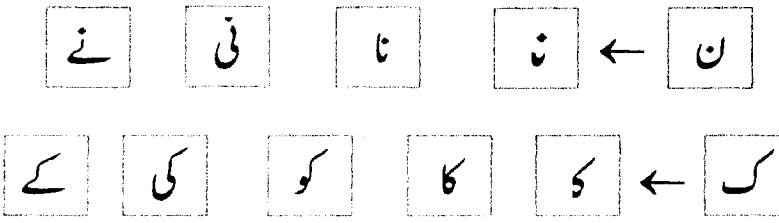
نانا نانی کو پانی دو

ڈاک

دارا آ ڈاک لا

رام کو ڈاک دو

❖ Note the combinations you have learnt and read them aloud:



❖ Vocabulary:

pān	– betel leaf
nān	– nan bread
ḍāk	– mail
nāk	– nose
kālā	– black
korā	– blank, untouched
kāki	– aunt
nānā	– maternal grandfather
ānā	– to come
pānā	– to receive
rāni	– queen (term of respect for woman)
pāni	– water

❖ ❖ ❖

Lesson 6

❖ This lesson introduces ج (jīm), چ (cē) and گ (gāf). Read them carefully and note how they combine with the following letters:

gāf + alif		gāf		cē		jīm	
گا	گ	گ	آ	چ	تا	ج	آ
gā		jā		c		j	

❖ Read and practise the following before you proceed further:

آج	ناچ
āj	nāc
آگ	جاگ
āg	jāg

❖ Read the following aloud:

آ

آج آ

آج آم لا

آج دس آم لا

❖ Note how jīm and cē combine with the following letter:

ج ← جـ + ا جا

جاگ

تارا جاگ

جا ڈول لے آ

دو ڈول لے آ

تارا جا ڈول لے آ

چ ← چ + ا چا چی چے

رانی ناچی

راجا ناچا

راجا رانی ناچے

❖ Note that گ (gāf) combines with the following letters just as ک (kāf) which you have already read:

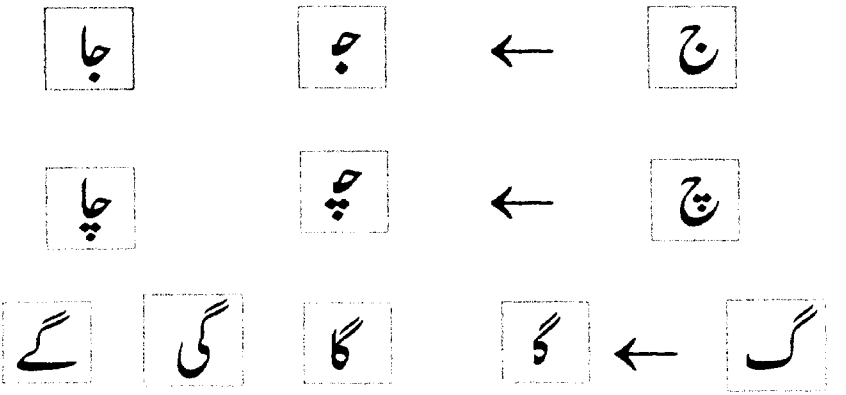
گ ← گ ا گا

گ ← گ ی گی

گ ← گ ے گے

❖ Read out the following text twice or thrice till you can read it fluently:

❖ Go through the new combinations you have learnt carefully once more:



❖ Vocabulary:

āj	– today
nāc	– dance
āg	– fire
jāg	– wake-up
gā	– future marker
gā (from inf. gānā)	– sing

❖ ❖ ❖

Lesson 7

❖ Note the new combinations and see how the letters ے / ی (yē) and ر (rē) combine initially and finally:

yē+alif		kāf+rē	sīn+yē		ṛē		zē
یا	لا	کر	سی	ے	ڑ	ی	ز
yā		kar	sī		ṛ		z

❖ Read the following words twice or thrice so that you can read them fluently. Note the small superscript above r ē in the first word. This is called 'jazm' which denotes that there is no vowel after r ē, thus dar-zī, not dara-zī :

آیا	درزی
āyā	darzī

لایا	کر	سی	کپڑے
lāyā	kar	sī	kapṛē

❖ Note that the letters ڈ, ڑ, ذ, ر, ژ, ز, و are all non-connectors (like alif), i.e., they do not combine with the following letter. Read them carefully three times:

ڈر	در	زر	ز
ḍar	dar	zar	zē
زرد	درد	◌ُ	
zard	dard	jazm	
وردی	زردی	درزی	
vardī	zardī	darzī	

❖ Note how rē combines with a preceding kāf. rē is a non-connector. Mark that rē and all non-connectors, though they do not combine with the following letter, they do combine with the preceding connector letters:

kar rē + kāf

کر ر کـ ← ک

kap pē + kāf

کپڑے پ کپ کپڑ کـ ← ک

❖ Read the following combinations of sīn :

س ← سـ ی سی

سا سو سے

sā sō sē

ی ← یـ ا یا

alif + yē yā

آیا لایا گایا

āyā lāyā gāyā

درزی آیا

نانا کا درزی آیا

❖Now you can read the following text. Read it twice or thrice till you can read it fluently:

کپڑے لایا

کپڑے سی کر لایا

سارا کے کپڑے سی کر لایا

درزی کو کپڑے دو

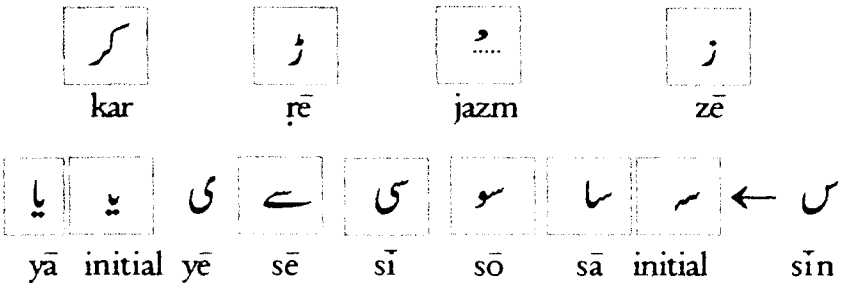
درزی سے کپڑے لو

درزی کو پانی دو

درزی بازار سے آیا

درزی کو آنے د

❖ The following chart shows the new letters and combinations covered in the lesson. Go through them carefully:



❖ Vocabulary:

sīna	– to stitch
lānā	– to bring
ānā	– to come
darzī	– tailor
kapṛē	– clothes
zar	– gold, wealth
dar	– door
ḍar	– fear
dard	– pain
zard	– yellow
zardī	– yellowness
vardī	– dress, uniform
gānā	– to sing, n.song

❖ ❖ ❖

Lesson 8

❖ This lesson introduces dō-cashmī hē ھ (hē with two eyes) which is the mark of aspiration in Urdu. Compare simple ک (kāf) of kānā with kha کھ of khānā. Read the following carefully:

ھ	کھ	پھ
h	gha	kha

❖ Note the superscript ◌ٗ on the following letters. This is called /zabar/, and it denotes the short vowel /a/, thus /alif zabar bē/ ab, /gh zabar rē/ ghar, /cē zabar lām/ cal. Similarly, note the subscript zēr ◌ٖ and the superscript pēsh ◌ٗ in the following words. They represent short /i/ and short /u/ respectively, thus /alif zēr sīn/ is, and /alif pēsh sīn/ us. It is necessary to understand these short vowel markers, though generally in writing and printing they are not used, since for the speakers of Urdu they are fairly predictable.

اَب	گھر	چَل
ab	ghar	cal

سَب	سے	مِل	اِس	اُس	سے	مِل
sab	sē	mil	is	us	sē	mil

چُپ	رَہ	کَر	سُن	کھانا	کھا
cup	rah	kar	sun	khānā	khā

❖ Compare and contrast zēr, zabar, pēsh in the following simple words, and read them aloud twice:

سَب	سَب	رَب	اَب	◌َ	zabar
sab	sab	rab	ab	a	
مِل	مِل	اِن	اِس	◌ِ	zēr
mil	mil	in	is	i	
سُن	سُن	اُن	اُس	◌ُ	pēsh
sun	sun	un	us	u	

	khānā	alif + kha	kha
	کھانا	ا کھ	کھ
	ghar	rē	zabar gha	gha
	گھر	ر	گھَ	گھ
	rah	hē	zabar rē	rē
	رَہ	ہ	رَ	ر

❖ Now you can read the following text without difficulty. Read it aloud thrice till you can read it fluently:

اَب گھر چَل

گھر چَل دارا گھر چَل

تارا گھر چَل

اِس سے مِل

اُس سے مِل

اِن سے مِل

اُن سے مِل

سَب سے مِل

❖ Note the short vowel markers again in the following text while reading it aloud:

گانا سُن

تارا کا گانا سُن

چُپ رَہ کَر سُن

گانا دِل سے سُن

رَب سے ڈَر

کام کَر سارا کام کَر

کھانا کھا اَب سو جا

❖ Here is the chart of new elements you have learnt in this lesson. Read and understand them carefully:

choṭī he	gha	kha	pēsh	zēr	zabar
h	gh	kh	u	i	a

❖ Vocabulary:

ab	– now
ghar	– house
calnā	– to go
sab	– all
milnā	– to meet
is	– this
us	– that
cup	– quiet
rah (from inf. rahnā)	– stay, be
kar (from inf. karnā)	– do
sunnā	– to hear, listen
khānā	– n. food, v. to eat
rab	– God
dil	– heart
kām	– work
sonā	– to sleep
jānā	– to go

❖ ❖ ❖

Lesson 9

❖ This lesson introduces some aspirated sounds and special characters. Note the peculiar shape of ہ (choṭī hē) when it occurs initially. Also note that the letter و (vāo), when occurs with the superscript ulṭā pēsh, e.g., ؤ it represents ū . The orthographical mark ء/hamza/ is also being introduced for the first time in this lesson. Hamza is a glottal stop in Arabic, but in Urdu it denotes the occuring of two vowel sounds in the middle of the word, e.g., بھائی /bhāi /, چھائی /chāi /. Read the following carefully:

jha	tha	pha	bha
جھ	تھ	پھ	بھ
jh	th	ph	bh

hamza	ṭē	shīn	cha
ء	ٹ	ش	چھ
	ṭ	sh	ch

❖ Read the following text twice or thrice till you can read it fluently. It uses zēr, zabar, pēsh, jazm as well as the ū marker ◌ٗ (ulṭā pēsh).

بدلی	رُت	لو
badlī	rut	lō

بارِش آئی گرمی بھاگی جاڑا آیا

ā yā jāṛā bhāgī garmī āī bārish

رِم جِھم جَل تھَل اوْن موٹا

mōṭā ūn thal jal rim-jhim

❖ Note the following combinations carefully and read them aloud. After the first reading you may cover the Roman transcription and try to read Urdu without any help:

ب ← بـ د بد

bad dāl + bē

ٹ ← ٹـ ا ٹا

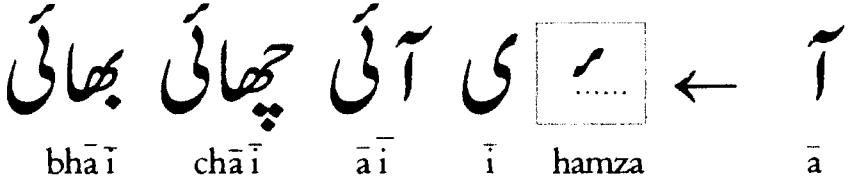
ṭā alif + ṭē

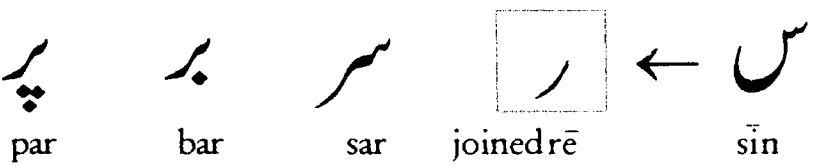
م ← مـ و موموٹا موٹی موٹے

mōṭē mōṭī mōṭā mō vāo + mīm

ا ← ۡن اوْن بھوْن نوْن

nūn bhūn ūn nūn + ū





❖ Now you can read the following text on your own without any help. Read it twice or thrice till you can read it fluently:

لو رُت بدلی

ساوَن آیا

کالے کالے بادَل لایا

رِم جِھم رِم جِھم پانی برسا

پھر رُت بدلی

جاڑا آیا

موٹے اونی کپڑے لایا

سردی آئی سردی آئی

سی سی سی سی سی سی سی سی سی سی

❖ Here is a complete chart of the new characters and shapes you have learnt in this lesson. Go through these carefully and remember them:

چھ	جھ	تھ	پھ	بھ
ئ	وٗ	ہ	ٹ	ش

❖ Vocabulary:

rut	– season
badalnā	– to change
bārish	– rain
garmī	– heat, summer
bhāgnā	– to run, to disappear
jāṛā	– winter
rim-jhim	– represents the sound of rain drops
jal	– water
thal	– ground
jal-thal	– to be inundated
mōṭā	– heavy, fat
ūn	– wool
bhūnnā	– to roast
honā	– to be
chānā	– to cover
bhā ī	– brother
par	– on, at
sāvan	– name of a month
kālā	– black
bādal	– cloud
barasnā	– to rain
shōr	– noise
sardī	– winter

❖ ❖ ❖

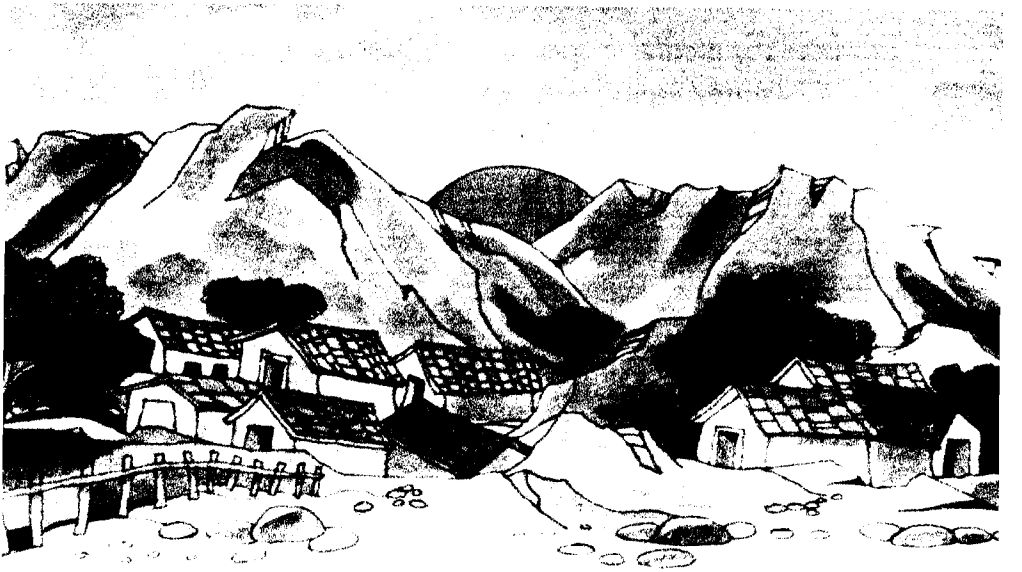
Lesson 10

❖ The following lesson introduces five consonants and some other features. Note how ھ (dō cashmi hē) is combined with the letter ٹ (ṭe) to make aspirated ٹھ /tha/. Also note that the nasalization of vowel finally is shown with ں (nūn ghunna) e.g., اماں (ammā̃). The medial occurrence of ؤ (vāo) and ے (yē) is also shown below. It must be noted and practised how ئ (yē) combines with following letters, such as in زید /zaid/:

	bari hē		qāf		khe
حامِد	ح	قُدرَت	ق	خُدا	خ
hāmid	h	qudrat	q	khudā	kh

					sē
زَید	ـَـ	ـَـے	اَور	ـَـو	وارِث	ث
zaid	ai	ai	aur	au	vāris	s

	nūn-ghunna		ṭha		zoe
اَمّاں	ں	بَیٹھ	ٹھ	نَظَر	ظ
ammā̃	~	baiṭh	ṭh	nazar	z

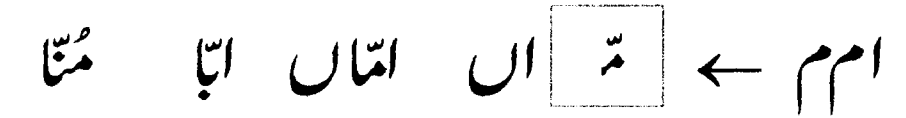


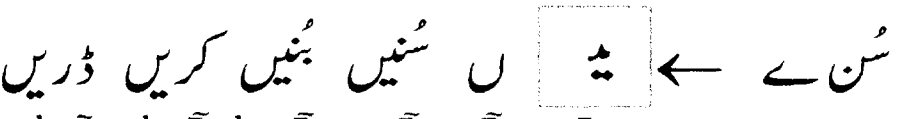
❖ Read aloud the following sentences twice or thrice till you can read them fluently:

سُورَج	ڈوُبا	رات	ہُوئی
sūraj	ḍūbā	rāt	hu+ī

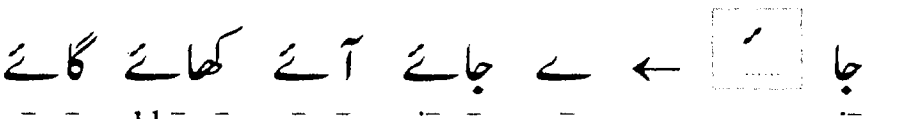
❖ Note the doubling of the consonant م (mīm) in /ammā/. The doubling of a consonant is shown with ّ (tashdīd) which is a mark of gemination in Urdu. Also

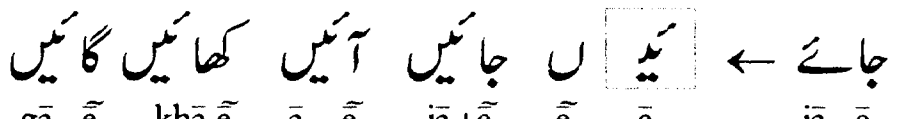
note the medial shapes of ے (yē) in words like میں /maĩ/, سنیں /sunẽ/ etc:

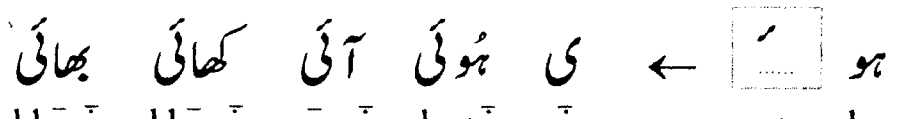




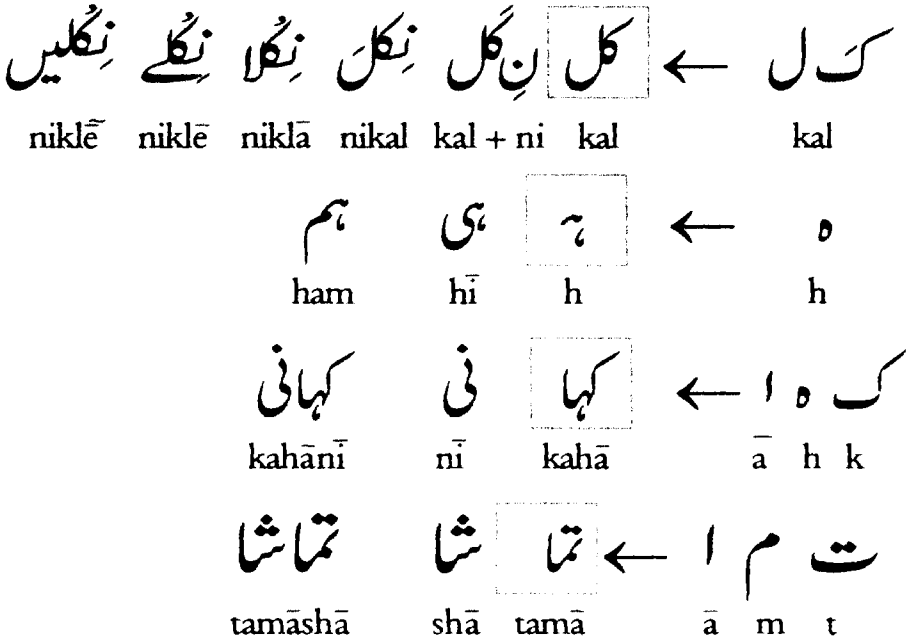
❖ You have already learnt that the occurrence of two vowels in a word usually is shown with ء (hamza). Hamza in Urdu is placed over the letter or above as shown in the following examples. Mark and read them carefully:







❖ Note and read carefully the combinations of ل (lām) and ہ (hē) given below:


ک ل ← کل نِکل نِکلا نِکلے نِکلیں
kal kal + ni nikal niklā niklē niklēṉ
ہ ← ہ ہی ہم
h h hī ham
ک ہ ا ← کہا نی کہانی
k h ā kahā nī kahānī
ت م ا ← تما شا تماشا
t m ā tamā shā tamāshā

❖ Now you can read the following text easily. Read it two or three times till you can go through it fluently:

سُورج ڈوُبا

رات ہُوئی

آسمان پر تارے نِکلے

خُدا کی قُدرَت کا تَماشا نَظَر آیا

حامد اور زَید نے راستے میں رُک کر
وارِث سے کہا :
آج گھر جاتے ہی دونوں
آگ کے پاس بَیٹھ جائیں گے
اَور نانی امّاں سے کہانی سُنیں گے

❖ Here is a complete chart of the new letters, combinations and special signs which you have learnt in this lesson. Go over them once again and remember them:

qāf	zōe	khe	b. hē	sē
ق	ظ	خ	ح	ث
q	z	kh	h	s

tashdīd
ṭha

nūn-gh unna

ـّ	ـَـے	ـَـو	ں	ٹھ
sign of gemination	ai	au	~	ṭh

❖ Vocabulary:

sūraj	– sun
ḍūbnā	– to go dōwn
rāt	– night
qudrat	– power, nature
vāris	– here name of a person, lit. heir
nazar ānā	– to see, nazar = sight
tamāshā	– spectacle
rāstā	– way
kahāni	– story
khū dā	– God

gā ē	– cow
bhāī	– brother
ammā	– mother
abbā	– father
munnā	– child
nikalnā	– to come out
bunnā	– to knit
ḍarnā	– to be afraid
nānī	– maternal grandmother

Lesson 11

This lesson is about the village fair. Among other letters it introduces ذ (zāl) and ض (zwād) whose sound is the same as ز (zē) which you have already covered. Similarly the sound of ۂ (tōe) is same as ت (tē). The reason for such duplicators and triplicators in Urdu script is that at the dictionary level there are many words derived from different cultural sources which are distinguished by these characters. ژ (zhē) occurs only in a few Persian words and is a rare sound; nonetheless the student must learn it. Similarly ہ (silent vāo) which is shown with the line below also occurs in a few Persian words. Read the following aloud and note carefully the new letters and combinations:

	gh ain		ain		zāl
باغ	غ	عَورَت	ع	ذَرا	ذ
bāgh	gh	aurat	vowel-like (au)	zarā	z
	tōe		zwād		swād
طرح	ط	ضَمیر	ض	صابِرَہ	ص
tarah	t	zamīr	z	sābira	s

	ḍha		fē
ڈھول	ڈھ	صاف	ف
ḍhōl	ḍh	sāf	f
	vāo		zhē
خُوش	و	اَژدَہا	ژ
khush	silent vāo	azhdahā	zh

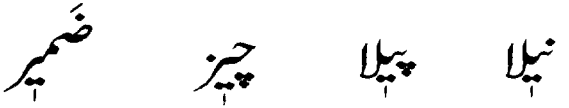
❖ The following examples illustrate the initial occurrence of ع (ain), ص (swād) and ط (tōe). Read them carefully:

				ain
عَورَت	رَت	عَو	←	ع
aurat	rat	au		

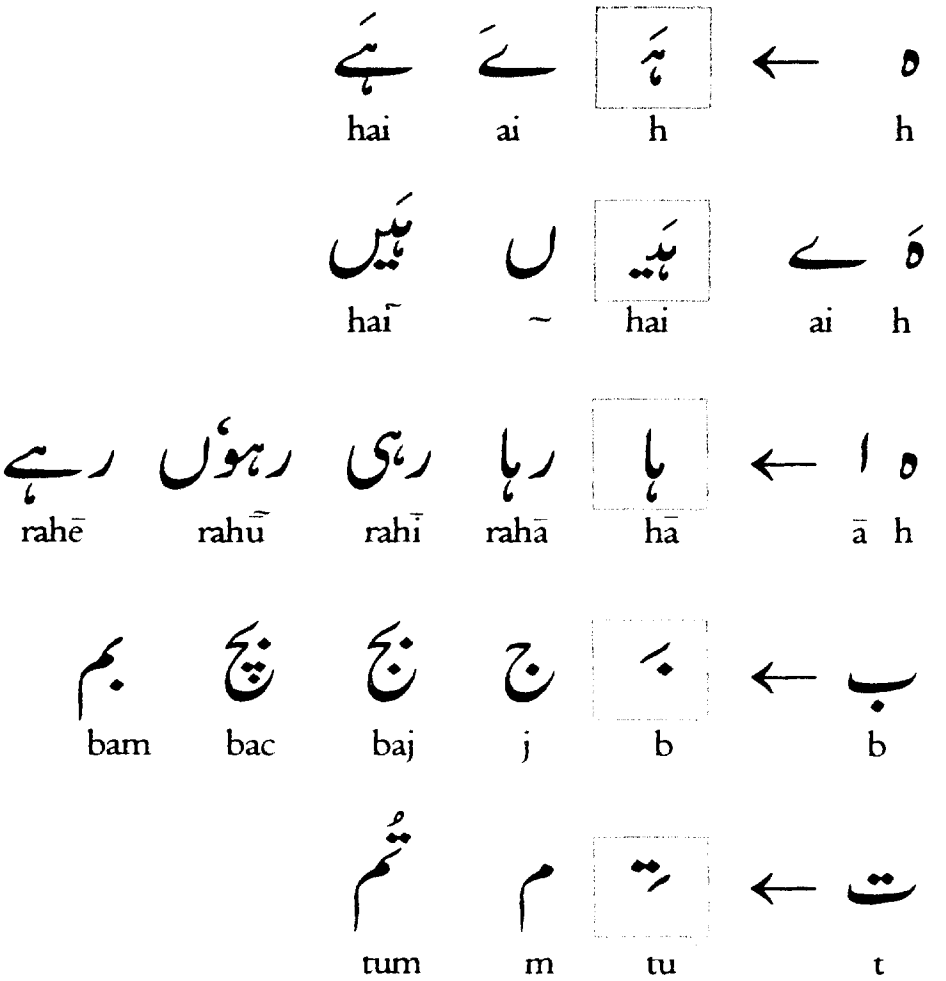
				swād
صابِرَہ	صاف	ا صـ	←	ص
sābira	sāf	ā + s		s

rē tōe

❖ You have already learnt in the last lesson that the medial yē is written with two dots below, such as سَیں , بَیں. This stands for the sound /ē/. yē also denotes the sound /ai/ which is distinguished by a preceding zabar mark such as مَیں /mai /. Note below that medial yē also denotes a third sound which is /ī/, such as بھائی /bhāi /, چھائی /chā ī/, آئی /āi /. But when this sound occurs medially, to distinguish it from /ē/ and /aī/, a short bar, khaṛā zēr is placed below the two dots of yē as in the examples given below. Read and note them carefully:



❖ Note also the following combinations and read them carefully:



❖ Now read the following text and enjoy the village fair:

آج میلا لگا ہے۔ بچّے بوڑھے مَرد اَور
mard būṛhē baccē

عَورتیں سبھی چلے آ رہے ہَیں۔ صابِرَہ بھی
aurat ē

آئی ہے۔ ضَمیر بھی

آیا ہے۔ رادھا

اور رام بھی

آئے ہَیں۔ سب

نے صاف کپڑے
kapṛē

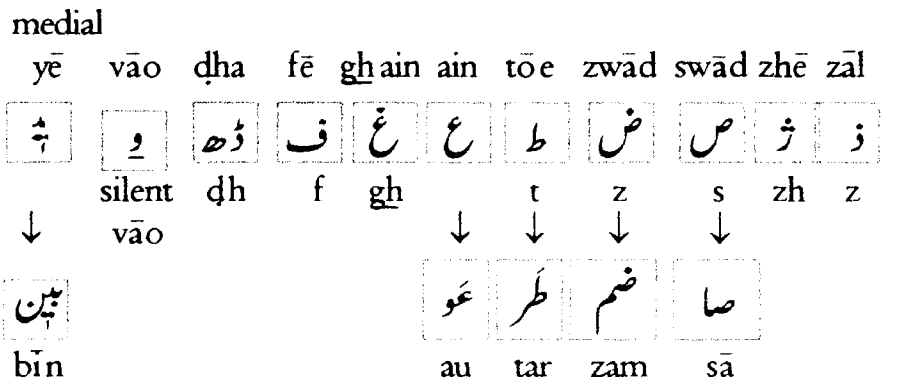
پہنے ہَیں۔ باغ

میں بندر کا ناچ ہو

رہا ہے۔

رتچھ والا تماشا دِکھا رہا ہَے ۔ ڈھول بھی
بج رہا ہَے ۔ بچّے خُوش ہو رہے ہَیں ۔
اِدھر اُدھر بھاگ رہے ہَیں ۔ نیلے پیلے لال
اور ہَرے کپڑے پہنے ہوئے ہَیں ۔ کُچھ
بچّے جھوٗلا جھوٗل رہے ہَیں ۔ توتے والا
توتے بیچ رہا ہے ۔ سپیرا بین بجا رہا ہے ۔
نیچے اَژدَہا بھی ہے ۔ ذرا دوٗر حلوائی مٹھائی
بیچ رہا ہے ۔ بچّے خُوشی خُوشی کھا رہے ہَیں ۔
طرح طرح کی چیزیں بِک رہی ہَیں ۔ ہر
طَرَف چَہل پَہل ہے ۔

❖ Here is a complete chart of the letters and combinations you have learnt in this lesson. Do not forget that with kharā-zēr you will read بِن as (bin) and without it you will read it as /bēn/. Read the following carefully:



❖ Vocabulary:

sair	– walk
aurat	– woman
bāgh	– garden
sāf	– clean
azhdahā	– dragon
khush	– happy
bīn	– a musical instrument
zamīr	– name of a person, lit. conscience

dīn	– religion
nīlā	– blue
pīlā	– yellow
mēlā	– fair
zarā	– little bit
ḍhōl	– drum
sābira	– here name of a girl, lit. patient, forbearing
taraf	– side
rīch	– bear
cīz	– thing
bajnā	– to sound
bacnā	– to be saved
būṛhā	– old man
mard	– man
pahannā	– to wear
bandar	– monkey
harā	– green
jhūlā	– swing
tōtā	– parrot
sapērā	– snake charmer
halvāī	– sweet-seller
biknā	– to be sold
cahal-pahal	– rejoicing

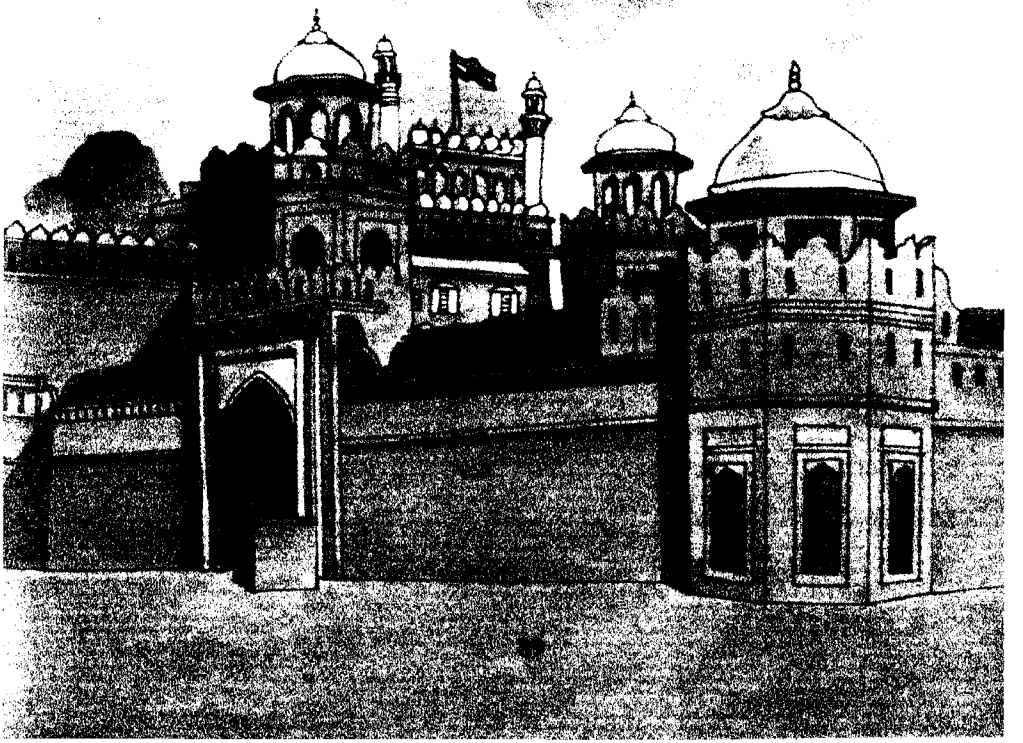
❖ ❖ ❖

Lesson 12

❖ In this lesson you will read something about Delhi, the capital of India. It mainly concentrates on combinations of ع, غ and ہ. Read the following carefully, noting the combinations and special signs:

ہَماری	راج	دھانی
hamārī	rāj	dhānī

یہ	شَہر	عَذرا	بَعد	شَمع	شُجاع
yeh	shahr	azrā	bād	shamā	shujā



غریب	بغل	تیغ
gharīb	baghal	tēgh

❖ Note that the sounds of the short vowels get affected in the environment of /h/. These allophonic changes vary from region to region and between Urdu and Hindi. Note them carefully in the words below:

یہ	یہ	ی ہ
yeh	yeh	h y
شہر	شہر	ش ہ ر
shahr	shahr	r h sh

❖ Note the shapes of ع occuring initially, medially, finally joined and unjoined in the examples given below. Some of these you have learnt already, and the rest are easy to follow:

عادِل	عذرا	را	عذ	ع ذ
ādil	azrā		az	z a
	بعد		بعد	ب ع د
	bād		bād	d a b
جمع	شمع		شمع	ش م ع
jama	shama			a m sh

وِداع	شُجاع	←	ع ا ج ش			
vidā	shujā		ā	j	sh	

❖ The shapes of غ follow the same pattern. Read them carefully:

دماغ	داغ	باغ	←	غ ا ب		
dimāgh	dāgh	bāgh		gh	ā	b
غار	غریب	غور	ر	غو	و غ	
ghār	gharīb	ghaur	r	ghau	au	gh
مَغرِب	مَغرُور	بَغَل		بَغَل	ل غ ب	
maghrib	maghrūr	baghal		baghal	l	gh	b
		تیغ		تیغ	غ ے ت	
		tēgh		tēgh	gh	ē	t

❖ Here are some more examples of the use of ء (hamza).

گئی	گئی	ی ء گ		
gaī	ga+ī	ī	+	g
گئے	گئے	ے ء گ		
gaē	ga+ē	ē	+	g

❖ Now enjoy the following text about Delhi, which is easy to read.

یہ دہلی ہَے

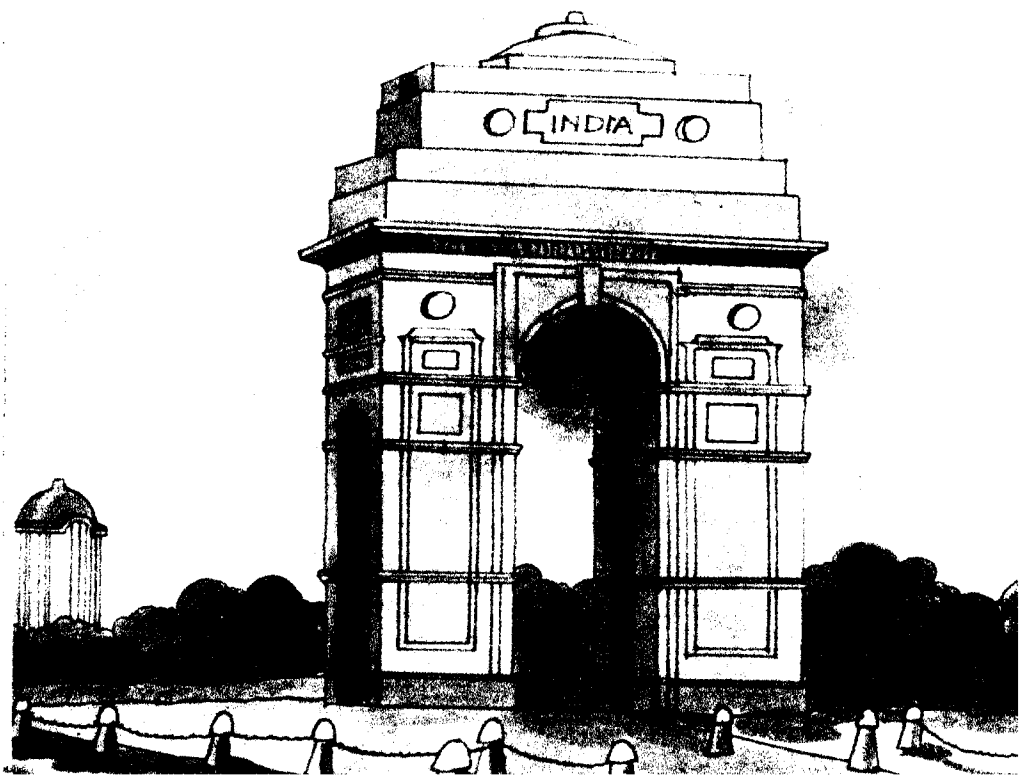
دہلی ہماری راج دھانی ہَے

دہلی بہت بڑا شہر ہَے

دہلی ہمارے دیس کا دِل ہَے

عَذرا اور شمع دہلی میں رہتی ہَیں

azra shama



شیام اور سُشما بھی دہلی میں رہتے ہیں
shyām sushmā

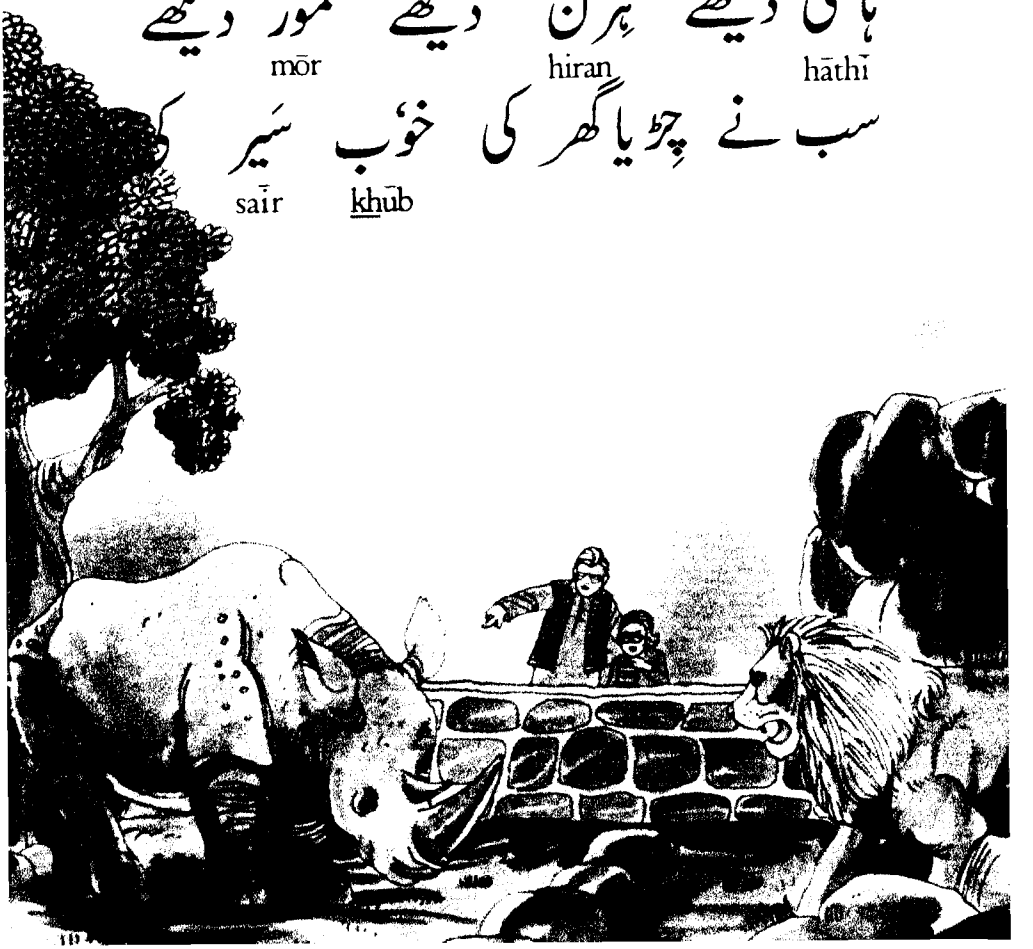
سب بچّے مِل کر چڑیا گھر دیکھنے گئے
ghar ciryā

سب نے شیر دیکھے
shēr

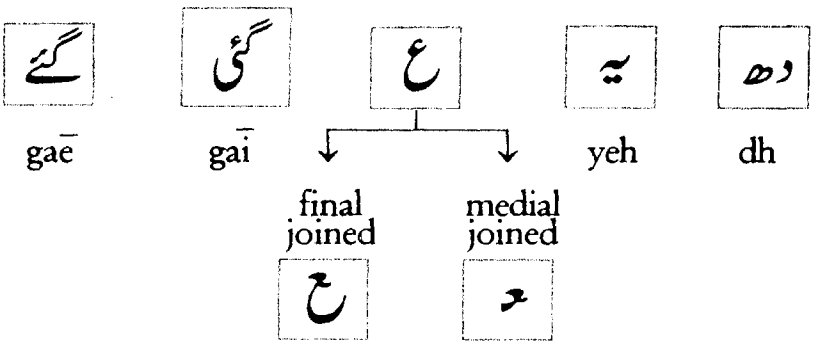
سب نے چیتے دیکھے
cītē

ہاتھی دیکھے ہِرن دیکھے مور دیکھے
hāthī hiran mōr

سب نے چڑیا گھر کی خوب سَیر کی
sair khūb



❖ *Here is a chart of the new letters and combinations you have covered in this lesson. Read them carefully and remember them:*

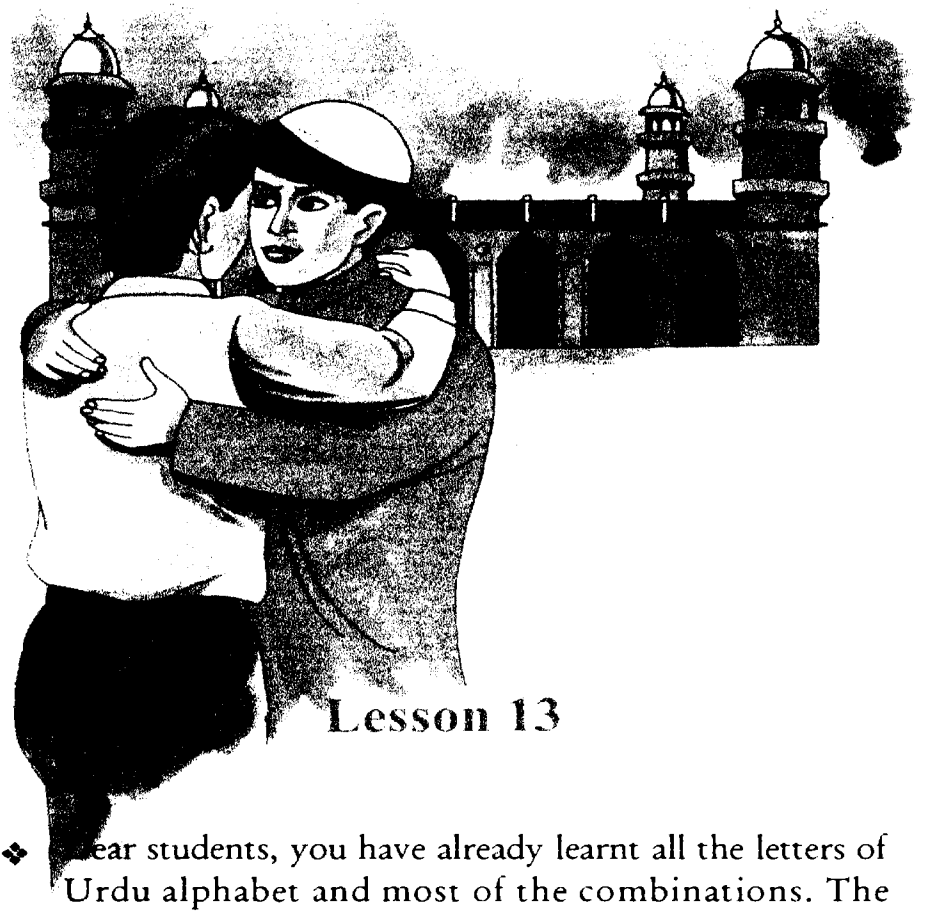


❖ Vocabulary:

shahr	– city
bād	– after
shama	– candle light, here name of a girl
shujā	– brave, here name of a boy
tēgh	– sword
ghariīb	– poor
baghal	– side
vidā	– departure
dimāgh	– brain
bāgh	– garden
maghrūr	– arrogant
maghrib	– west

kāgh az	– paper
ciṛyā ghar	– zoo
mōr	– peacock
hiran	– deer
khūb	– well, nice
hāthi	– elephant
gh aur	– think
gh ār	– cave
jama	– together, plus

❖ ❖ ❖



Lesson 13

❖ Dear students, you have already learnt all the letters of Urdu alphabet and most of the combinations. The present lesson is about the festival of Īd which is an occasion of great rejoicing. Read the following carefully and see that you already know the letters and combinations. First read the key words:

مُبارَک	عید
mubārak	Īd

نماز	عیدی	عیدگاہ	سویرے	صُبح	مُنّی	مُنّا
namāz	īdī	īd-gāh	savērē	sub-h	munnī	munnā

❖ Now you can enjoy reading the text. You may read it aloud twice or thrice till you get into the rhyt hm of the language:

آج عید ہے

سب بچّے صُبح سویرے اُٹھے

bacce

بڑوں کو سلام کیا

salām

نہا دھو کر نئے کپڑے پہنے

nahā

سب لوگ عیدگاہ گئے

بچّے بھی عیدگاہ گئے

نماز پڑھی

خُدا کا شُکر اَدا کیا

shukr

سب لوگ گلے مِلے

gale

مُنّا بولا عید مُبارک

مُنّی بولی عید مُبارک

مَینا بولی عید مُبارک
mainā

توتا بولا عید مُبارک

عید مُبارک

دادا دادی امّی ابّا
abbā ammī

سب بچّوں کو عیدی دینا

بانو کو بھی عیدی دینا

رانو کو بھی عیدی دینا

جی ہاں سب کو عیدی دینا

عید مُبارک

❖ Vocabulary:

Īd	– a Muslim festival
mubārak	– congratulations
sub-h savērē	– early morning
id-gāh	– place for Id worship
īdi	– gift of small amount given to children on Id
namāz	– Muslim prayer
nahānā	– to take bath
shukr	– thanks
galē milnā	– to embrace
mainā	– mynah
tōtā	– parrot

❖ ❖ ❖

Lesson 14

حروف

اُردو کے سب حُروف تُم نے پڑھ
Urdū hurūf
لیے۔ اِن کی ترتیب یہ ہے :
tartīb

ا

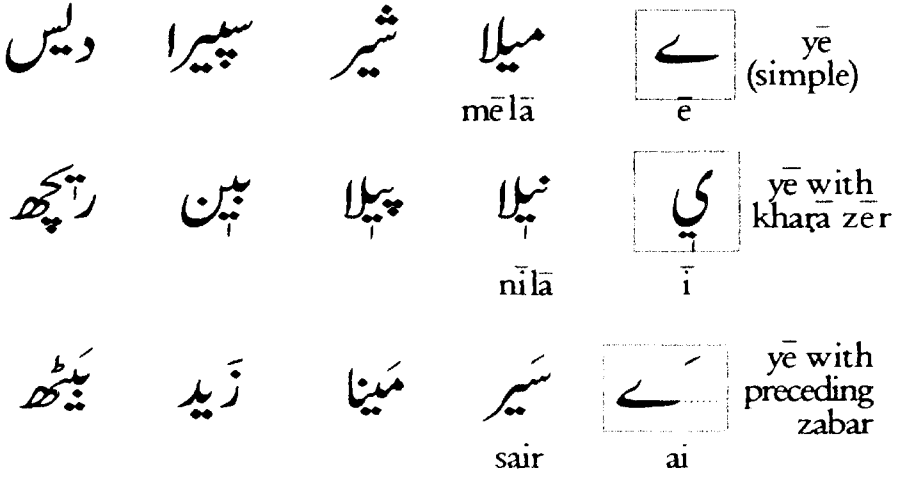
ب	پ	ت	ٹ	ث
ج	چ	ح	خ	
د	ڈ	ذ		
ر	ڑ	ز	ژ	
س	ش	ص	ض	
ط	ظ	ع	غ	
ف	ق	ک	گ	
ل	م	ن و		
ہ	ء	ی	ے	

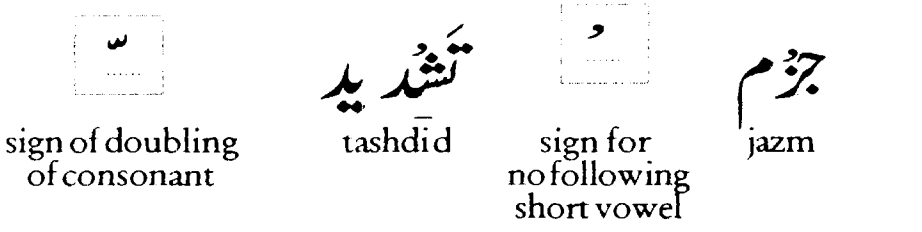
ں (نون غنہ)
nūn gh unna

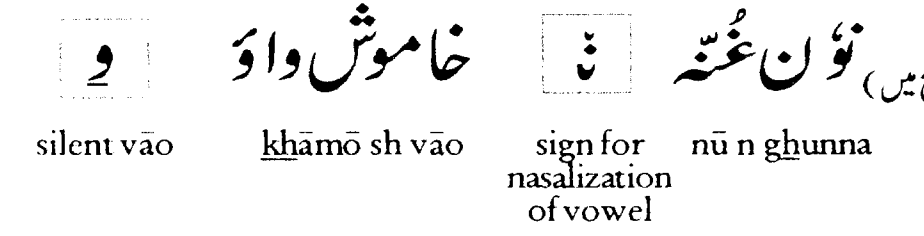
ھ (دوچشمی ہ)
dō cashmī hē

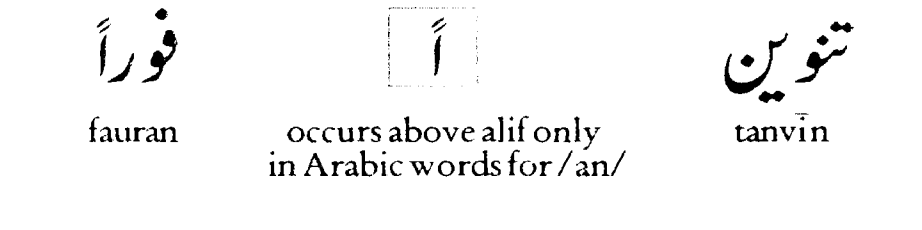
نشانات

				alif-mad	
مد	آ	آم	آج	دام	کام
mad	ā	ām			
زبر	ـَ	اَب	تَب	جَب	گَب
zabar	a	ab			
زیر	ـِ	اِس	اِن	دِن	گِن
zēr	i	is			
پیش	ـُ	اُس	اُن	سُن	بُن
pēsh	u	us			
vāo (simple)	و	مور	توتا	ڈھول	گول
	ō	mōr			
vāo with ulṭa pēsh	ۄ	اۄن	جھۄلا	سۄرج	بۄڑھا
	ū	ūn			
vāo with preceding zabar	ـَو	اَور	عَورت	دَولت	گون
	au	aur			


دیس
سپیرا
شیر
میلا
mēlā
ے
ē
yē (simple)
رتچھ
بین
پیلا
نیلا
nīlā
ی
ī
yē with khaṛa zer
بَیٹھ
زَید
مَینا
سَیر
sair
ـَے
ai
yē with preceding zabar


ـّ
sign of doubling of consonant
تَشدید
tashdīd
ـْ
sign for no following short vowel
جزم
jazm


وِ
silent vāo
خاموش واوَ
khāmō sh vāo
ںـ
sign for nasalization of vowel
نُون غُنّہ (بیچ میں)
nū n ghunna


فوراً
fauran
اً
occurs above alif only in Arabic words for /an/
تنوین
tanvīn

❖ ❖ ❖

Lesson 15

سارے جہاں سے اچھا

accha sē jahā sārē

❖ You might have heard this tarāna many times. This was written by the famous poet Iqbal. We close the script book with lines from this popular Urdu song. Read the text carefully and mark new words and their meanings:

سارے جہاں سے اچھا ہندوستاں ہمارا

hamārā hindō stā acchā sē jahā sārē

گلستاں ہمسایہ پاسباں بیر

bair pāsbā hamsāya gul-sitā

سارے جہاں سے اچھا ہندوستاں ہمارا
ہم بُلبُلیں ہَیں اِس کی یہ گُلستاں ہمارا
پَربَت وُہ سب سے اُونچا ہمسایہ [illegible] کا
وُہ سنتری ہمارا وُہ پاسباں ہمارا
مَذہَب نہیں سِکھاتا آپس میں بَیر رکھنا
ہندی ہیں ہم وَطن ہے ہندوستاں ہمارا

❖ **Vocabulary:**

gul-sitā	– garden
jahā	– world
hamsāya	– neighbour
pāsbā	– protector, guard
bulbul	– nightingale
mazhab	– religion
Hindi	– Indian
[illegible]an	– country
[illegible]ri	– sentinel, watchman

❖ ❖ ❖

Chart of Urdu Characters and Their Different Shapes

Name	*Letter*	*Initial*	*Medial*	*Finaljoined*	*Finalunjoined*	*Transcription*
alif	ا	آم	نام	تاتا	دادا	a/ā
bē	ب	بابا	سبب	سب	آب	b
pē	پ	پاپا	کپڑا	گپ	آپ	p
tē	ت	تارا	بتا	گت	بات	t
ṭē	ٹ	ٹال	مٹا	مٹ	ٹاٹ	ṭ
sē	ث	ثابت	کثیر	بحث	وارث	s
jīm	ج	جاگ	بجا	بج	آج	j
cē	چ	چاچا	بچا	بچ	ناچ	c
baṛī hē	ح	حامد	محمود	صلح	نکاح	h
khe	خ	خالی	مختلف	میخ	سوراخ	kh
dāl	د	درزی	بدلنا	بد	درد	d
ḍāl	ڈ	ڈول	سڈول	ٹھنڈ	لاڈ	ḍ
zāl	ذ	ذرا	عذرا	تعویذ	محاذ	z
rē	ر	رات	کرنا	کر	کار	r
ṛē	ڑ	☆	کپڑے	جڑ	پہاڑ	ṛ
zē	ز	زید	عزیز	چیز	باز	z
zhē	ژ	ژالہ	مژگاں	☆ پژ	ژاژ	zh
sīn	س	سورج	کسنا	کس	دس	s
shīn	ش	شور	بشیر	بخش	بارش	sh

swād	ص	صابر	تحصیل	شخص	خاص	s
zwād	ض	ضروری	وضو	فیض	حوض	z
tōe	ط	طرح	خطا	خط	شرط	t
zōe	ظ	ظاہر	نظم	لفظ	الفاظ	z
ain	ع	عورت	بعد	شمع	شجاع	vowel-like
ghain	غ	غریب	بغل	تیغ	باغ	gh
fē	ف	فائدہ	نفع	صف	صاف	f
qāf	ق	قدرت	تقدیر	شفق	فاروق	q
kāf	ک	کالا	نکلا	ایک	ناک	k
gāf	گ	گانا	سگا	سنگ	ساگ	g
lām	ل	لال	جلنا	جل	جال	l
mīm	م	مبارک	نماز	شمیم	دام	m
nūn	ن	نان	سنا	سن	پان	n
vāo	و	وادی	کورا	کو	دو	v/o ☆☆
choṭī hē	ہ	ہونا	کہنا	کہہ کر	رہ	h
choṭī yē	ی	یاد	میل	رانی	دادی	y/ī
bāṛī yē	ے	یاد	میرا	آگے	گائے	y/e ☆☆

☆ Part of a word.

☆☆ and other sounds as explained in notes.

Note : Final unjoined shape is the same as the basic letter.

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Chart of Urdu Vowels

	Name	*sign*	*Initial*	*Medial*	*Final*	*Transcription*
1.	alif	آ	آج	دام	دادا	ā
2.	zabar	ـَـ	اَب	سَبَب	☆	a
3.	zēr	ـِـ	اِس	مِحفِل	☆	i
4.	pēsh	ـُـ	اُس	بُلبُل	☆	u
5.	vāo	و	اوس	توتا	جو	o
6.	vāo	وٗ	اوٗن	جھوٗلا	جوٗ	ū
7.	vāo	ـَـو	اَور	خَوف	جَو	au
8.	yē	ی	اینٹ	میرا	نانی	ĩ
9.	yē	ے	ایک	میرا	تالے	ē
10.	yē	ـَـے	اَیسا	مَینا	ہے	ai

Note: vāō and yē initially (in a word or a syllable) serve as semi-vowel /v/ and /yē/ respectively, e.g., /vahā̃/ وہاں, /yahā̃/ یہاں .

Punctuation Marks and Diacritics

1. For special orthographical marks see lesson 14.
2. Most of the other punctuation marks are the same as in English.

- denotes full stop
- denotes comma
- question mark
- stands for Isvi, i.e., year of the Christian calendar.
- stands for Hijri, i.e., year of the Muslim calendar.
- Abbreviation of an Arabic phrase used for respect with the name of Prophet Mohammad.
- Abbreviation of an Arabic phrase used for respect with the names of prophets.
- Abbreviation of an Arabic phrase used for respect with the names of companions of the Prophet.
- Abbreviation of an Arabic phrase used for respect with the names of deceased saints and holy persons.
- stands for pseudonyms of poets.

- **Let's Learn Urdu**
  Beginner's Manual for Urdu Script
  by Gopi Chand Narang
- **Work Book: Let's Learn Urdu**
  by Gopi Chand Narang
- **Introductory Grammar of Urdu**
- **Work Book: Introductory Grammar of Urdu**

- **उर्दू कैसे लिखें** (उर्दू लिपि सीखने की बुनियादी किताब)
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- **अभ्यास पुस्तिका : उर्दू कैसे लिखें** – गोपी चन्द नारंग
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West Block-1, Wing-6, R.K. Puram, New Delhi-110066